

A CONTENT ANALYSIS OF THE TREATMENT OF LISTENING
SKILLS IN TEN LANGUAGE ARTS TEXTBOOKS

A THESIS

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DEDICATION

TO

MY FAMILY

FOR

THEIR SINCERE ENCOURAGEMENT AND PATIENCE

W.C.W.

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CHAPTER I

INTRODUCTION

Rationale

The purpose of each of the four language arts, listening, reading, speaking, and writing, is effective communication through language. The language a child hears is the language that he learns to speak. By listening and imitation, he acquires a sizable vocabulary, and he gradually learns to assemble his words into sentences. After several years of experience with oral language, he develops a readiness for learning to read and eventually to write. Thus, we can see that speaking is basic to both reading and writing. When we speak or write, we formulate our ideas into language patterns.

The core of all four of the language arts is the ability to perceive, react to, and use meaningful language. Unless two people share a common core of language meanings, they cannot communicate through language; for common meaning is the basis for common understanding.

In both speaking and writing, the individual combines words in sentences to conform to the sequence of his ideas. In addition to written and spoken language of words, phrases, and sentences, he also conveys meanings through facial expression and bodily movement, through voice quality, intonation, stress, changes in tempo and

volume, and through phrasing and punctuation. All these elements are encompassed in the term language meanings, which is the hub of a good language arts program in the elementary school curriculum.

The writer feels that whether the child is taking in meanings or expressing them, whether he is using vocal or visual language symbols, thinking is involved and despite these interrelationships among the language arts, competence in one does not ensure success in the other. Each area has its own specific goals and essential skills, and an effective language arts program must make provision for specific instruction in each and this cannot be done effectively without good language arts textbooks.

The writer also feels that in most schools and for most teachers, the language arts textbook comprises the most readily accessible source of course of study content, instructional materials, and suggestions on methods. Therefore, it is important for the teacher of language arts to become thoroughly acquainted with the elements of quality of textbooks in the field. The teacher should be familiar with the values and functions of language arts textbooks and should also be able to point out ways of evaluating and selecting them for classroom use.

While there are wide differences in the quality of language arts textbooks, it may not be too much to expect that in general the textbooks in language arts should represent the highest levels of curriculum development in the subject. One of the most important factors determining the suitability and usability of a language arts textbook in a given grade is the appeal it makes to the interest of

the children who are expected to study it.¹

Since the interest here was on the third-grade level, the writer felt that by the time the third grade child had completed kindergarten, first, and second grades, he was beginning to suspect that school life was real and earnest; he felt the importance of having a language book in his hands. He has grown up considerably in the last two years and does not like to have older persons appear to talk down to him; however, he still likes to feel that his introduction to third grade language takes into account his own backgrounds of experiences and interests. With this in mind, the teacher has a great responsibility of selecting and using a good third grade language arts textbook.

The first sentences and paragraphs in a third-grade language arts textbook are very critical ones; they are the real test of the authors' ability to appeal to the young readers. The child should be taken up at the opening of a series of new experiences in language and made to feel that profitable and enjoyable adventures lie ahead for him.

It has been suggested by Greene and Petty that the language arts textbook should accomplish the following purposes:

1. Reflect a defensible and modern point of view on language teaching and demonstrate its application in the instructional material presented;

¹Harry A. Greene and Walter T. Petty, Developing Language Skills in the Elementary School (Boston: Allyn and Bacon, Inc., 1961), p. 381.

2. Provide a well-organized and properly graded source of the expressional skills which bear the burden in social usage;
3. Present a rich, readable, and varied source of subject-matter content as the basis for suggested activity programs in which expressional skills are acquired under life-like conditions;
4. With its accompanying manual be the source of suggestions on methods;
5. Provide the necessary initial fixation and maintenance drills;
6. Be a source of evaluation and remedial materials.¹

In view of what has been stated above, the writer feels that learning to express one's self correctly is a personal and individual matter that cannot be left to incidental teaching. The child must learn that mastery comes only through his understanding of his own needs and his own honest efforts to improve through the exercise of the skills that are being taught.

The writer also felt that teachers qualified by training and experience to teach written and oral expression without the use of textbooks are rare; in fact, few such superior classroom teachers can be found who have the point-of-view, the knowledge of the subject matter, not to mention the skill in organizing it or the first-hand knowledge of the child's learning problems, to prepare a suitable instructional program in language arts without the use of good language arts textbooks. Further still, the ability to listen well and with discrimination is a very important skill in our present-day

¹Ibid., p. 371.

world of mass media.

This crucial and critical important skill of listening competence in today's world is pointed out by the Commission on the English Curriculum in these words:

The increasing importance of listening today stems in large part from the dominant place which radio, sound motion-pictures, and now television hold in American life. In approximately 95 per cent of the homes of this country, people listen to the radio on an average of five hours a day. Daytime radio serials alone have an audience of twenty million weekly. The American people owned twelve million television sets in 1951.¹

Teachers of English have always known that communication is a two-way affair, because when people communicate with one another through language, they speak and listen, and write and read, and that the person who lacks proficiency in any one of these skills is handicapped in the process of communicating. Yet instruction in reading and writing has long been given primary emphasis. Only in recent years has speaking received the attention it deserves. Listening is still the neglected language art at all educational levels; however, it is noted today by many experts, that good listening habits and skills must be taught, not left to chance; that, just as there is a need for continuous instruction in reading throughout the school years, so there is a need of carefully graded training in listening and the writer feels that this cannot be done without good language arts textbooks.

¹The Commission on the English Curriculum, National Council of Teachers of English, The English Language Arts. The Importance of Listening in Modern Life (New York: Appleton-Century-Crofts, Inc., 1952), p. 329.

Evolution of the Problem

This problem evolved out of the writer's own teaching experience in school situations characterized by pupils from low income families and culturally disadvantaged home environments. The writer has observed very closely the language patterns of the pupils in their daily activities of work and play. These language usages were characterized or marked by expressions which were sincere, meaningful, and many times filled with anxiety, but nonetheless conveyed an understood message to the listener. On many occasions the writer participated in the conversations and was made fully aware of the need for improvement in many of the oral expressions as well as written expressions of these children. Naturally, the pupils were unaware of the grave errors made during the conversations and/or in their written work. Hence, the writer was motivated deeply to study and further investigate the best possible way or ways to be used in minimizing the undesirable language problems.

The writer felt that the language arts textbooks were the main factor in helping pupils build upon the considerable body of already-acquired language usage and skills, and to help them advance in language skill and proficiency through planned, sequential, and guided experiences.

Contribution to Educational Knowledge

The writer feels that the findings of this study would enable her as well as administrators, teachers, and other interested persons to become more cognizant of the importance in selecting language arts

textbooks designed to foster a high level of listening skills and habits, language competency, and correctness of language usage. It can also be seen from this study that the wider the choice of textbooks, through the use of a systematized procedure involving members of the professional staff, the better will be the results.

Statement of the Problem

The problem of this study was to develop a content analysis and interpretation of the typographical features; methods; and extent and nature of the illustrative materials which characterize the treatment of listening skills in each of the ten selected language arts textbooks, separately, and as a group.

Purpose of the Study

The specific aims of this research were to determine:

1. The typographical features which made up the texts.
2. The nature and scope of the specific area of the language arts which pertained to the skills of listening, with reference to:
 1. Purposeful Listening
 2. Accurate Listening
 3. Critical Listening
 4. Responsive and Appreciative Listening
3. The extent of use of mechanical aids in developing listening skills.
4. The extent to which the teacher's role was emphasized in the development of listening skills.
5. The extent and nature of the illustrative materials used throughout the texts.

6. The method of instruction and study emphasized in the development of listening skills.
7. The extent to which the materials on listening followed a sequence of ideas by visualizing each step as it was described and by noticing the relationship of significant details.
8. The extent to which the materials of the textbooks were in accordance with "criteria" for listening skills as outlined by experts and commissions in the field of the language arts.
9. The implications for educational theory and practice as may be derived from the analysis and interpretation of the data examined.

Limitations of the Study

This study was limited to the use of ten selected language arts textbooks that were approved by the State's Textbook Commission for use at the third-grade level.

Definition of Terms

For the purpose of this study, the terms used have the following meaning:

1. "Content Analysis"--refers to the research technique for the objective, systematic, and quantitative description of the manifest content of communication.¹
2. "Language"--refers to the intentional or conscious use of any sound, sign, or symbol to transmit a fact, an idea, a feeling or an emotion from one individual to another.²

¹Bernard Berelson, Content Analysis in Communication Research (Glencoe, Illinois: The Free Press Publishers, 1952), p. 18.

²Greene and Petty, op. cit., p. 23.

3. "Language Arts"--refers to the four areas of listening, reading, speaking, and writing which constitute the integrated program of language instruction.
4. "Listening"--according to Ralph G. Nichols, refers to hearing, understanding, and remembering.¹

Actually, listening is the process of hearing, listening to, recognizing, and interpreting or comprehending spoken language.

Locale and Period of Study

This study was conducted at the Trevor Arnett Library, Atlanta University and the writer's home, during the summer of 1966.

Description of Instruments and Materials

The materials and instruments which were used in this study were:

1. Ten selected third-grade language arts textbooks, namely:

<u>Authors</u>	<u>Titles</u>
Bailey, Barnes, and Horrocks	Our English Language
Bracken, Moscrip, and Rehder	The New Building Better English
Culp, Elizabeth Price	Keys to Good Language
Dawson, Zollinger and others	Language for Daily Use
McKee and Harrison	English for Meaning
Monroe, Nichols and others	Learn to Listen, Speak & Write
Pollock and Bowden	The Macmillan English Series
Sartain, Lindahl & Koch	English is Our Language
Shane, York and others	Using Good English

¹Ralph G. Nichols, "He Who Has Ears," Journal of National Education Association, XLV (January, 1956), p. 15.

Wolfe and Oats

English-Your Language

2. A check-list and/or score-sheet designed to identify the concepts and areas of competence which were treated in each book.
3. Criteria of program content and scope of the language arts as reported by commissions or experts, such as: Wolfe, Davis, Strickland and The Joint Committee of the N.E.A. and American Textbook Publishers Institute.

Method of Research

The Descriptive-Survey Method of research, utilizing the specific technique of content analysis and appropriate statistical treatment, was used to gather the data requisite to this research.

Method of Procedure

The following procedural steps were executed in order to achieve the purpose of this study:

1. A thorough review of the most recent literature that was pertinent to the study was conducted by the writer.
2. Ten selected third-grade language arts textbooks which are approved for state-wide use were analyzed.
 - (a) The ten books on language arts were read with notations made of the content dealing with listening skills, methods, physical and mechanical features, format, and illustrations of each.
3. The data derived from the analysis were organized and classified in relation to the degree and extent to which concepts and "Language arts competences" were included or not included in the textbooks.
4. The conclusions, implications, and recommendations derived from the interpretation of the findings were formulated in appropriate statements for incorporation in the finished thesis copy.

Survey of Related Literature

Literature in the area of content analysis is quite limited, especially in the field of language arts. However, it was noted that "content analysis techniques have been applied more and more in recent years. In fact, according to Berelson, the output of content analysis studies has sharply increased in every five-year interval over the past thirty years."¹

Berelson goes on to write that content analysis was first used by students of journalism (and later by sociologists) to study the content of American Newspapers. Also during this period, "content analysis studies were done in the field of literature, with the analysis of various stylistic features in English poetry and prose."²

Berelson states three general assumptions which are basic to content analysis:

1. Content analysis is often done to reveal the purposes, motives and other characteristics as they are (presumably) reflected in the content; or to identify the (presumably) effects of the content upon the attention, attitudes, or acts of readers and listeners.
2. It is assumed that there is a common meeting ground between communicator and audience, that is, the content analyst assumes that the meanings which he ascribes to the content, by assigning it to certain categories, corresponds to the meanings intended by the communicator and/or understood by the audience.

¹Bernard Berelson, Content Analysis in Communication Research (Glencoe, Illinois: The Free Press Publishers, 1952), p. 21.

²Ibid., p. 22.

3. Content analysis assumes that the quantitative descriptions of communications content is meaningful..., that the frequency of occurrence of various characteristics of the content is itself an important factor in the communications process, under specific conditions.¹

Mouly states that content analysis is generally associated with the analysis of the content of speeches, textbooks, editorials, T. V. programs or perhaps, essay examinations from the standpoint of prejudice, readability, and nature of the mental processes involved. Mouly also feels that content analysis is of considerable value to education both in the derivation and revision of the curriculum and in the understanding of some of the variables encountered in the field.²

In the Atlanta University center, a "Content Analysis Study of Articles Dealing With Book Fairs and Indexed In Library Literature," was done by Mohammad Hussain. His approach was geared toward the distribution of the articles according to: (1) the year of their publication, (2) the subject content of the 51 articles, (3) by profession of the author and (4) by types of periodicals used in book fairs.³

¹Berelson, op. cit., 18-19.

²George J. Mouly, The Science of Educational Research (New York: American Book Company, 1963), p. 281.

³Mohammad R. Hussain, "Content Analysis Study of Articles Dealing With Book Fairs and Indexed in Library Literature" (unpublished Master's Thesis, School of Library Science, Atlanta University, 1962).

Also in the Atlanta University Center, Mrs. Margaret Jacobs did a "Content Analysis of Three Educational Journals." In her thesis, she made an analytical and comparative study of the range, variety, and quality of the subjects treated and format of the three journals. Through the utilization of the content analysis technique, the researcher was able to gather and analyze data in the following areas: (1) format and typography, (2) regular features, (3) special features and (4) topical content of the 48 subject headings listed.¹

Maurice Haynes did a "Content Analysis of Fifth Grade Social Studies Textbooks." She set out to determine the extent to which the textbooks emphasized concepts that are basic to the American way of life. She designed a questionnaire-checklist composed of the concepts and rated them according to their degree of emphasis. Through the use of the content analysis technique, she was able to determine the degree of emphasis placed on the concepts in the twenty-one social studies textbooks.²

The Joint Committee of the National Education Association and the American Textbook Publishers Institute had the following to say after a series of meetings: Following a series of meetings between the educators and textbook publishers, both schoolmen and publishers

¹Margaret A. Jacobs, "Content Analysis of Three Educational Journals" (unpublished Master's Thesis, School of Education, Atlanta University, 1962), p. 6.

²Maurice Haynes, "Content Analysis of Fifth Grade Social Studies Textbooks" (unpublished Master's Thesis, School of Education, Atlanta University, 1963), p. 26.

were aware of the problem they were facing and agreed that there are urgent needs to upgrade the quality and use of printed materials in the schools; to review and improve the processes of textbook selection; to meet unwarranted attacks on textbooks; and to keep open the channels of communications between producers and consumers of printed materials. Improving the selection of textbooks ranked high on the list of problems facing the Joint Committee.¹

In fact, when the National Education Association Project on Instruction recently asked elementary and secondary school principals which materials and resources were most helpful in developing a teaching program, the answer of the 1,442 who responded to the questionnaire was unanimous: "The Textbook." In this report the authors emphasized the following:

The textbook was the resource listed by both elementary and secondary principals as the one recently most useful for a teaching program (1960-61). What the publishers printed for school use was indicated as a strong determinant of what the student had studied.

The textbook not only kept its preeminence from 1956 to 1961, but gained slightly in importance, if compared with other resources.²

Many years ago the selection of textbooks was almost invariably made by the superintendent of the school board; however, today things

¹Joint Committee of the N.E.A. and the American Textbook Publishers Institute, Guidelines for Textbook Selection (1963), p. 9.

²National Education Association, Project on Instruction. The Principals Look at the Schools: A Status Study of Selected Instructional Practices (Washington, D. C.: The Association, 1962), pp. 23-24.

have changed, whereby most teachers have a chance to select, or help select, their own textbooks.

Teachers have had to pick up on a rather hit or miss basis for their knowledge of the books to be used. Little attention has been paid to the professional instruction of teachers in the matter of selecting textbooks. Often an hour or two during a curriculum-materials course has served as the only time given to discussion of this vital instructional tool. The language arts textbook should be thoroughly examined and understood so that it can easily, speedily, and adequately serve its intended use.

Mellott feels that when considering a new textbook, the following factors must be studied:

Organization

Content

Method

Illustration

General Appearance¹

Mellott goes on to say that in selecting a good textbook, you are selecting a good assistant. He feels that it is doubtful that one will ever find the book that does all the things you want; however, one will be able to select the best available textbook for the specific needs of your subject, your pupils, and your community.²

¹Malcolm E. Mellott, "What to Look For in Choosing A Textbook," N.E.A. Journal (March, 1955), p. 158.

²Ibid.

Wolfe has stated that the vital element of an English Textbook is motivated assignments in speaking and writing that derive from basic patterns of experience in child life. He feels that motivated assignment means pupil models that set up standards of achievements and teach more in a few minutes by suggestion than we can teach in an hour of admonitions. He also states that we should not want a textbook that teaches children to write without showing them other children's language our materials have inspired them to use. He feels that little of the child's own language gets into the textbooks that teach him to speak and write.¹

Wolfe listed ten items that could be used as criteria for making a chart in rating a good language arts textbook:

1. Organization
2. Motivated Assignments
3. Presentation of Usage
4. Language Jobs: Oral
5. Language Jobs: Written
6. Grammar
7. Testing Program: (Gifted Pupils)
8. Sentence Building
9. Quality of Language
10. Illustration²

¹Don M. Wolfe, Language Arts and Life Patterns (New York: The Odyssey Press, Inc., 1961), p. 571.

²Ibid., p. 577.

In Davis' article, "Developing and Applying Criteria," she states that broad concepts of the purposes for which textbooks are provided in our schools represent the basic principles of selection. In effect, this is what the principles say about textbooks and instructional materials:

1. They should be in harmony with stated philosophy of education.
2. They should be in keeping with the specific desired learnings; that is, correlated with the curriculum.
3. They should be in accord with the latest research on efficient teaching methods and the ways in which the children grow and develop.
4. They should be factually accurate.
5. They should be continuously evaluated and re-evaluated for scientific facts change, philosophies of education, etc.¹

Davis goes on to say that criteria for selection become more specific as evaluation begins.

Guidelines for textbooks selection, such as Davis has stated here become the basis for starting the work:

1. They should be essential to the development of the subject.
2. They should be factually accurate and objective in presentation.
3. They should make contributions to literary appreciation or have esthetic value.
4. They should be selected because of the content and appropriateness to the curriculum.

¹Charlotte D. Davis, "Developing and Applying Criteria," The National Elementary Principal, XXXVI (September, 1956), p. 38.

5. They should be written by authors competent and qualified in the field.

They should represent both sides of the issue objectively; in other words, the textbooks should be evaluated carefully in the light of their scope of content and objectivity, their place in the curriculum, and the competency of authors to present the information contained in the books.¹

In the Atlanta University Center, Helen Caruthers did a study "Elementary School Teachers' Opinions About Listening Compared With Research Findings and Professional Opinion." Her approach was to determine the extent to which a selected group of elementary school teachers' opinions concerning the nature and development of listening were in accord with research findings and best pedagogical writing.²

Furness has stated that when we observe how much of our time is devoted to listening for the purpose of learning and social communication, we are properly astonished at the lack of any adequate consideration of this skill by education. We consciously teach children to read, to write, and to speak, but we do not devote an equal amount of time in teaching them to listen intelligently. However, education is awakening to the importance of listening comprehension, and for several years authorities in the language arts

¹Ibid., p. 40.

²Helen Post Caruthers, "Elementary Teachers' Opinion About Listening Compared with Research Findings and Professional Opinions," (unpublished Master's Thesis, School of Education, Atlanta University, 1961).

have insisted that teachers assume responsibility for the development of critical listening. She goes on to say that when the National Council of Teachers of English created a National Commission on the English Curriculum, it appointed a Committee on listening at all educational levels, from kindergarten through college.¹

In Evans' study in the Atlanta University Center, "Listening Related to Speaking in the First Grade," her approach was to ascertain relationship of listening and speaking abilities of first grade children.²

One can see that listening, as a communication skill, is recovering from the long period of neglect and is now receiving attention in the elementary school program. Probably one practical reason for this increased emphasis is the sudden realization of the amount of time people spend in listening.

The Commission on the English Curriculum has stated that listening is particularly related to speaking; it is a forerunner of speaking and throughout a person's life bears a reciprocal relationship to it. In spite of its acknowledged importance apparently no one is advocating today the addition of another course to an already crowded elementary curriculum. There is, however, considerable feeling that the listening skills should be developed in a general

¹Edna Lue Furness, "A Remedial and Developmental Program in Listening," Elementary English (December, 1955), p. 525.

²A. V. Evans, "Listening Related to Speaking in the First Grade," (unpublished Master's Thesis, School of Education, Atlanta University, 1960).

language arts content and, indeed, in the total "Living-and-learning setting of the elementary school."¹

Bird states that the teaching of listening as a communication skill is important because listening is the major medium of learning. More of our daily communicating time is spent listening than in any other communicating activity. A recent survey of the communicating activity of high school students revealed that forty-eight per cent of their time is spent listening, while only twenty-three per cent of their time is spent speaking, sixteen per cent is spent on reading, and thirteen per cent on writing. Such figures do not indicate that listening is three times as important as reading in the life of a high school student, but they do suggest that we should concern ourselves with his listening effectiveness.²

One can see that the evidence is overwhelming that without specific training, we do not develop listening skills that are adequate to meet the needs of modern life.

In the Atlanta University Center, Harris did a study "The Effectiveness of Listening Experiences Upon Reading Readiness Levels of Kindergarten Pupils." Her approach was that of determining the extent to which listening experiences may contribute to the level

¹Commission on the English Curriculum, National Council of Teachers of English, Language Arts for Today's Children (New York: Appleton-Century-Crofts, Inc., 1954), p. 71

²Donald E. Bird, "Listening," N.E.A. Journal (November, 1960), p. 31.

of reading readiness among the pupils.¹

Maurice Williams also did a study in the Atlanta University Center, "Improvement of Listening Through Special Methods and Techniques." This was an experimental study of the improvement of comprehensive, interpretative and evaluative listening skills through the use of special methods and techniques with thirty-two fourth grade pupils.²

Pupils utilize a wide variety of listening skills during the school day. To make the greatest improvement in children's listening, we must improve children's ability to think as they listen. Listening improvement will result in learning improvement only if children are ready to listen, know why they are to listen, purpose to listen well, and know how to do it most efficiently.

Eleanor M. Johnson has listed several listening skills which are important in the learning process:

1. Listening to detect likenesses and differences in the sounds of letters.
2. Listening in order to understand instruction.
3. Listening in order to answer questions.
4. Listening to follow a sequence of ideas.
5. Listening to understand relationships.

¹Daisy P. Harris, "The Effectiveness of Listening Experiences Upon Reading Readiness Levels of Kindergarten Pupils" (unpublished Master's Thesis, School of Education, Atlanta University, 1965).

²Maurice M. Williams, "Improvement of Listening Through Special Methods and Techniques" (unpublished Master's Thesis, School of Education, Atlanta University, 1958).

6. Listening to detect the main idea in a paragraph.
7. Listening for supporting details.
8. Listening for enjoyment, to interpret literature.
9. Listening to predict outcomes.
10. Listening to detect emotion-laden words, to react to voice, emphasis, and inflection.
11. Listening to develop mental imagery.¹

Johnson goes on to state that many factors influence the kind of listening a pupil does. These factors include maturity level, general ability, experience background, interest, kind of material (factual, imaginative, difficult, easy, familiar), motivation, room condition (quiet, noisy, relaxed), the quality of teaching, listening readiness, and established listening habits.²

Strickland has stated that one finds in children's responses a number of kinds, levels, or types of listening. The list progresses from less mature to more mature levels and includes:

1. Little conscious listening and then only when interest is closely related to the self: easily distracted by people and things in the environment.
2. Half listening: holding fast to own ideas and waiting to insert them at the first opportunity.
3. Listening passively: apparent absorption but little or no reaction.

¹Eleanor M. Johnson, "The Improvement of Listening Skills" (Middletown, Connecticut, Department of School Services and Publication, Wesleyan University).

²Ibid.

4. Off again - on again listening: mentally entering into what is said if and when it is closely related to own experience.
5. Listening: responding with items from own experience as a result of association brought to mind.
6. Listening: some reactions through questions or comments.
7. Listening: some genuine emotional and mental participation.
8. Listening: a meeting of minds.¹

Strickland goes on to say that all of these types of listening are found among adults as well as among children. Probably every individual responds at times in each of these ways, depending on his interest, his knowledge of the subject, his attitude toward the topic or the person speaking, and his physical and emotional condition at the moment.²

Listening is constantly demanded in the learning activities of the school day. By analyzing such situations, the teacher, with good language arts textbooks, can identify the skills that are needed for listening and can take measures to build and improve the requisite skills.

Good listening habits are taught, not caught. Because of their importance in effective learning, in the enrichment of personal living, and in participation in the social and civic affairs of modern life, they should be developed at all levels of instruction.

¹Ruth Strickland, Language Arts in the Elementary School (Boston: D. C. Heath & Company, 1957), p. 119.

²Ibid., p. 119.

The nature of the program in each successive grade will depend upon the kind of situations in which the learners at each level have occasion to listen, the maturity of the problems they face, and the extent of skill which they exhibit in each phase of listening.

Educators of today have come to believe that listening is, in a very real sense, one of the most important of the language arts, and feel that it deserves continuous attention from kindergarten through the high school. Its relationship to the parallel arts of speaking, reading, and writing, its contribution to improved performance in these parallel arts, and its importance in the total development of the individual have all become increasingly clear. Furthermore, the central objectives of helping each child to become aware of the pleasure and usefulness of careful listening, to learn to listen for a purpose, for appreciation, and to develop certain specific listening habits known to raise the level of performance are now almost universally endorsed.

Therefore, it was within the above frame-of-reference that the data for this research were collected, organized, and here presented around the unit-emphasis of subject-matter content, specific listening skills, teacher's role, methods, and physical and mechanical features for each of the ten language arts textbooks, separately, and also for the ten textbooks as a group.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Organization and Treatment of Data

The presentation and analysis of the data on the content analysis of ten language arts textbooks, with specific emphasis upon the listening skills have been organized around the basic areas of the check-list, which in turn, was designed to provide data for the fulfillment of the purposes of the study. The check-list included five major areas:

1. Subject-matter content of the books, with sub-area of:
 - a. General suitability
 - b. Difficulty
 - c. Gradation and Placement
 - d. Organization of content
 - e. Emphasis upon basic units
 - f. Adequacy of drill for initial learning
 - g. Adequacy of drill for maintenance
 - h. Adequacy of testing and diagnostic material
2. Emphasis on specific listening skills, with sub-areas; listening in order to:
 - a. Understand instructions
 - b. Follow a sequence of ideas
 - c. Understand relationships
 - d. Answer questions
 - e. Enjoy and interpret literature
 - f. Detect likenesses
 - g. Support details
 - h. Predict outcomes

3. Emphasis on the teacher's role, with sub-areas:
 - a. The setting
 - b. Voice
 - c. Conversation
 - d. Vocabulary
 - e. Directions
 - f. Consideration
 - g. Motivate or stimulate
4. Methods, with sub-areas:
 - a. General adequacy
 - b. Aids in use
 - c. Mechanical aids
5. Physical and mechanical features, with sub-areas:
 - a. Size of Book
 - b. Cover: title, decoration, suitability
 - c. Binding
 - d. Paper
 - e. Typography
 - f. Illustrations

The ten textbooks used in the development of the content analysis are listed below.

Ten Selected Textbooks

1. Bailey, Matilda and others, Our English Language (New York: American Book Company, 1963).
2. Bracken, Dorothy K. and others, The New Building Better English (New York: Harper & Row, 1966).
3. Culp, Elizabeth Price, Keys to Good Language (Atlanta, Georgia, The Economy Company, 1965).
4. Dawson, Mildred A. and others, Language for Daily Use (New York: Harcourt, Brace & World, Inc., 1965).
5. McKee, Paul and M. Lucile Harrison, English For Meaning (Boston: Houghton Mifflin Company, 1959)
6. Monroe, Marion and others, Learn to Listen, Speak, and Write (Chicago: Scott, Foresman and Company, 1963).

7. Pollock, Thomas C. and Florence B. Bowden, The Macmillan English Series (New York: The Macmillan Company, 1963).
8. Sartain, Harry W. and others, English is Our Language (Boston: D. C. Heath and Company, 1966).
9. Shane, Harold G. and others, Using Good English (Atlanta, Georgia, Laidlaw Brothers, 1964).
10. Wolfe, Josephine B. and Ruth E. Oats, English - Your Language (Boston: Allyn and Bacon, Inc., 1963).

Subject Matter Content of the Language Arts Textbooks

Table 1 presents data relative to subject-matter content of the ten language arts textbooks. In terms of the ratings discussed in the preceding section of this chapter, three of the texts, Language for Daily Use, Learn to Listen, Speak, and Write, and English Is Our Language, received ratings of "excellent." This meant that in the area of suitability of content the authors' points of view, adaptation to the course of study, interest, and general criteria were rated within the higher limits of what authorities consider to be highly satisfactory practices in this area. In these books the writer of this thesis found that the manuals for teachers and the texts for the pupils (1) adhered to points of view which have been stressed in the review of related literature, (2) reminded teachers and pupils of certain criteria in the development of effective language, and (3) provided the suggested and actual activities which would foster good general communication.

An example, the writer noted a challenging exercise involving place relationships, children listened to a description of the Bar-H

TABLE 1

ANALYSIS OF THE SUBJECT-MATTER CONTENT OF THE TEN LANGUAGE ARTS
TEXTBOOKS ON THE BASIS OF RATINGS ON THE CHECK-LIST SCORE-
SHEET

Textbooks	Suita- bility	Level of Diffi- culty	Category Ratings*			
			Appro- priate- ness of Grade	Organi- zation	Basic Units	Drill
Our English Language	3	3	2	2	3	3
The New Building Better English	3	3	3	3	2	3
Keys to Good Language	1	1	0	0	0	1
Language for Daily Use	5	5	5	5	4	4
English for Meaning	4	4	4	4	3	4
Learn to Listen, Speak, and Write	5	5	5	5	5	5
The Macmillan English Series	4	4	4	4	3	4
English Is Our Language	5	5	5	5	4	5
Using Good English	3	3	3	2	3	2
English - Your Language	4	4	4	3	4	4

*Ratings "5" = Excellent "4" = Good "3" = Fair "2" = Limited "1" = Poor
 "0" = No Evidence

Farms, which resembled a huge capital H. As children heard the locations of various objects on the farms, they visualized these positions on a capital H, then tested their ability to locate the objects accurately on the Bar-H-Farms. Solving the puzzle of the Bar-H Farms diagrammed on the page was designed to encourage careful listening and strengthen pupils' ability to visualize while they are listening.¹

In the areas of level of difficulty and appropriateness of grade levels, the books rated as "excellent" had sections which made a point of indicating how readability had been checked, what principles of human development had been followed, and to what extent flexibility was possible within the scope of the texts. Similarly, organization, basic units, and appropriateness of drills for initiation and maintenance were at a high level.

Three of the texts were rated "good" in all of the aspects just mentioned. Here, it was noted that the texts and the ones just described had much in common, but in the books labeled "good" the emphasis was often left more to the level of inference, rather than providing the assurance that comes through a more thorough manual or from additional opportunities to understand and master a given skill or understanding. The remaining four of the texts ranged from "fair to "no evidence."

¹Marion Monroe and others, Learn to Listen, Speak, and Write (Chicago: Scott, Foresman and Company, 1963), p. 66.

Treatment of Specific Listening Skills

Table 2 presents data relative to specific listening skills of the ten language arts textbooks. In terms of the ratings discussed in the initial section of this chapter, three of the texts, Language for Daily Use, Learn to Listen, Speak, and Write, and English Is Our Language, received ratings of "excellent." This meant that in the area of listening skills, special attention to listening such as: attentiveness, clear and correct comprehension, as in taking directions or understanding a report; retention of what is heard; courtesy; growth in meaning vocabulary through hearing and comprehending new words; following the sequence of ideas; auditory discrimination; and mastery of items in correct usage. The books that were given an "excellent" rating gave special attention to these phases of listening: selective listening in which the pupils are asked to find the answer to a particular question which has been raised; the sequence or steps in a set of directions or in the plot of a story which they hear; meaning vocabulary as they note new words and try to make sure of their meanings; and correct usage where they hear again and again the correct use of such words as saw and seen, etc.

The authors clearly defined the purpose of the listening experiences and gave preliminary attention to unfamiliar vocabulary. The listening skills were inwoven in practice activities in all areas of learnings throughout the three texts listed above. The listening activities were specially labeled as regular form of practice procedures in all the usage lessons. It was suggested that

the pupils speak their own sentences in these activities, and listen to those of his classmates. In many of the forms of listening activities, the pupils proved to themselves that effective listening brings practical results. They saw listening as applied to school, home, entertainment, (such as listening to radio and T.V.) and everyday living. The texts were designed whereby the pupils, through their training in listening, saw the need for clear, well organized, easy-to-listen-to speaking.

In the area of listening to follow a sequence of ideas, the texts listed above adhered to points of view which have been stressed in the review of related literature. The instruction in these texts directed pupils to follow a sequence of ideas by visualizing each step as it was described and by noticing the relationship of significant details.

Sartain and others have stated that the teaching of listening habits and skills should receive heavy emphasis. Children should learn how to listen efficiently, courteously, and thoughtfully. In addition, they should be given help in developing and using standards for judging what they hear. In these days when people are bombarded with massive amounts of advertising, propaganda, and recreational offerings via radio and television, the listener may be confused and even misled unless he has attained the necessary evaluative skills.¹

¹Harry Sartain and others, English Is Our Language (Boston: D. C. Heath and Company, 1966), p. 3.

TABLE 2

ANALYSIS OF THE SPECIFIC LISTENING SKILLS OF THE TEN LANGUAGE ARTS TEXTBOOKS
ON THE BASIS OF RATINGS ON THE CHECK-LIST SCORE-SHEET

Textbooks	Category Ratings*							
	Listening in Order to Understand Instructions	Listening in Order to Follow a Sequence of Ideas	Listening in Order to Understand Relationships	Listening in Order to Answer Questions	Listening in Order to Enjoy and Interpret Literature	Listening in Order to Detect Likenesses	Listening in Order to Support Details	Listening in Order to Predict Outcomes
Our English Language	3	3	2	3	3	3	3	3
The New Building Better English	3	3	3	3	3	3	3	3
Keys to Good Language	1	1	0	0	0	0	0	0
Language for Daily Use	5	5	5	5	5	5	5	5
English for Meaning	4	4	4	4	4	4	4	4
Learn to Listen, Speak, and Write	5	5	5	5	5	5	5	5
The Macmillan English Series	4	4	4	4	4	4	4	4
English Is Our Language	5	5	5	5	5	5	5	5
Using Good English	3	3	3	3	3	3	2	3
English - Your Language	4	4	4	4	4	4	4	4

*Ratings "5" = Excellent "4" = Good "3" = Fair "2" = Limited "1" = Poor

"0" = No Evidence

An illustration of the information stated above can be found in the texts, Learn to Listen, Speak, and Write, by Monroe and others, on page 86 where the pupils were asked to listen to three story beginnings and draw conclusions both from what is explicitly stated and from what is implied as to the kind of story each will be.

The title: Let's Listen

The questions asked are:

As you listened to each beginning, could you tell

What kind of story it was going to be?

When and where it took place?

Who was in the story?

What was going to happen?

Can you finish the story?

Several skills basic to listening were strengthened here. After pupils listened to the three story beginnings, they were asked to determine the author's purpose and the type of story each would be. By forming sensory images as they listened, they were able to perceive the mood of each story, to sense relationship, especially those that were implied - and to anticipate the outcome. Their own creativity was challenged when they completed one or more of the stories.¹

Three of the texts were rated "good" in all of the skills mentioned above. However, it was noted that the texts and the ones

¹Marion Monroe and others, Learn to Listen, Speak, and Write (Chicago: Scott, Foresman and Company, 1963), p. 86.

just described stressed many of the same skills, but in the three texts labeled "good" in many instances the emphasis was often left more to the level of inference, rather than providing the assurance that comes through a more clearly stated exercise or from additional opportunities to understand and master a given skill or understanding. The remaining four texts ranged from "fair" to "no evidence."

Emphasis on the Teacher's Role

Table 3 presents data relative to the teacher's role of the ten language arts textbooks. In terms of the ratings discussed in the preceding section of this chapter, three of the texts, Language for Daily Use, Learn to Listen, Speak, and Write, and English Is Our Language, received ratings of "excellent." This meant that in the area of emphasis on the teacher's role, the setting, voice, conversation and vocabulary were treated in accordance with points of view which have been stressed by many experts in the field of language arts. As valuable as mechanical devices are in helping pupils develop their skills in listening to the maximum degree, the voice of the teacher is still of tremendous importance. The authors of these three texts felt that no machine can take the place of the teacher. They felt that the living voice of the teacher can be the most potent influence in developing a love for the beauties of literature.

In the areas of the teacher's role as for directions, consideration, motivation, and stimulation, the books were also rated "excellent." These books, accompanied by the teacher's manual stressed

TABLE 3

ANALYSIS OF THE EMPHASIS ON THE TEACHER'S ROLE OF THE TEN LANGUAGE ARTS
TEXTBOOKS ON THE BASIS OF RATINGS ON THE CHECK-LIST SCORE-SHEET

Textbooks	Category Ratings*					
	The Setting	Voice & Conversa- tion	Voca- bulary	Direc- tions	Con- sidera- tion	Motivation and Stimulation
Our English Language	3	3	3	2	2	3
The New Building Better English	3	3	3	3	2	3
Keys to Good Language	0	0	1	0	0	1
Language for Daily Use	5	5	5	5	4	5
English for Meaning	4	4	4	3	4	4
Learn to Listen, Speak, and Write	5	5	5	5	5	5
The Macmillan English Series	4	4	4	4	3	4
English Is Our Language	5	5	5	5	4	5
Using Good English	3	3	3	3	3	4
English - Your Language	4	4	4	4	4	3

*Ratings "5" = Excellent "4" = Good "3" = Fair "2" = Limited "1" = Poor
 "0" = No Evidence

the importance of the teacher's role with emphasis to a great extent placed on the above areas.

Three of the texts were rated "good" in all of the areas mentioned above. It was noted, however, that the treatment or emphasis placed on the teacher's role in the three texts rated "good" were to some extent treated or stressed less. The remaining four of the texts ranged from "fair" to "no evidence."

Methods Used in the Text

The analysis of the data on what instructional methods were presented and to what extent these methods were emphasized are presented under two headings: (a) the analysis of the tabular data and (b) the qualitative description of the methods.

Analysis of tabular data

Table 4 presents data relative to methods of the ten language arts textbooks. In terms of the ratings discussed in the preceding section of this chapter, three of the texts, Language for Daily Use, Learn to Listen, Speak, and Write, and English is Our Language, received ratings of "excellent." This meant that in the area of methods, the authors' point of view as to general adequacy was rated within the higher limits of what authorities consider to be highly satisfactory. The instructional assistance to the teacher was discussed at length in the texts and fulfills the criteria stated in the review of the related literature. In the area of aids in use the authors felt that it was impossible to include within the covers

of the pupils' book a sufficient selection of practical aids and suggestions to the teacher; therefore, the rating "excellent" is for the teacher's manual and pupil's texts. The manual for teachers had built in methods and suggestions which may be adapted to suit the situation at hand, objectives, and the pupils. The authors seemed abreast of the time and needs for the grade level. The methods of the texts were in line with modern educational theory, and suggested ways of utilizing and relating ideas from other sources. They felt that no text should be the lone source of authority, and many cases provided the use of other materials. The texts provided for visualization, evaluation, generalization, summation, and application. Many of the activities are simple enough so that each pupil can make a contribution, while others are sufficient complexity to challenge the more rapid learner.

Qualitative description of data

The language program includes so many specific skills that authors of the three texts mentioned above feel that only a subject-matter specialist could possibly keep them in mind. It is noted in these texts that the teaching of communication skills cannot proceed separately from the teaching of perceptiveness and logical thinking. They also stressed that language skills are best learned in situations where they are really needed and actually used. In the three texts rated "excellent" for methods, the authors gave examples whereby the child would quickly learn acceptable speech habits in order to take part in a puppet show, dramatization, or other activities. In these

activities, the authors felt that the child would eagerly learn the skills needed to write a letter when the letter was going to serve as actual communication instead of merely being read and marked by the teacher. These texts emphasized the procedure that the teacher should make sure that the children were involved in activities which provide them with reasons for using and improving their language habits and skills. This procedure of "child centered" interest does not mean that language skills should be left to incidental teaching; instead, the teacher should analyze the skills needs of the children and capitalize on their natural interests to initiate communication projects such as those mentioned above.

Further, the methods and objectives emphasized in these textbooks for the specific grade were thoroughly explained and developed as to (a) what topics were to be developed, (b) what explorations of the language arts program can be made meaningful to pupils, (c) what aspects of the language program can be related to other areas of the curriculum, (d) what are the specific approaches in the teaching procedures, and (e) what are fruitful means of evaluating the learnings progress of pupils. These authors were in agreement that such examples as listed below were purposeful activities:

1. Preparing a program to present the products of a unit of work to parents or to another class;
2. Sharing books by means of oral and written reports;
3. Planning and setting up an exhibit to be shown to others;
4. Publishing a class or school newspaper;

5. Making a collection of poems for classmates to enjoy.

Another emphasis common to the textbooks examined was the importance given to providing opportunities within the class and outside the classroom for pupils to develop habits of effective oral expression and discriminating listening in all group or social situations. Some of the skills to be developed were:

1. On greeting people properly
2. Making introductions
3. Using the telephone
4. Saying words correctly
5. Taking part in discussions

It was also noted that in the area of mechanical aids, the books rated "excellent." The texts had sections which made a point of indicating when these mechanical aids may be used and for what purposes. The authors felt that films, filmstrips, recordings, and books were of great value to the classroom teacher and make the extensive list available in the texts for the teacher's use.

Three of these texts were rated "good" in all of the aspect mentioned above. It was noted by the writer that the texts rated "good" had much in common with the ones rated "excellent"; however, the authors placed less emphasis on the ones rated "good." The remaining four of the texts ranged from "fair" to "no evidence."

Physical and Mechanical Features

Table 5 presents data relative to physical and mechanical features of the ten language arts textbooks. In terms of the ratings

TABLE 4

ANALYSIS OF THE METHODS OF THE TEN LANGUAGE ARTS TEXTBOOKS ON THE
BASIS OF RATINGS ON THE CHECK-LIST SCORE-SHEET

Textbooks	Category Ratings*		
	General Adequacy	Aids in Use	Mechanical Aids
Our English Language	3	3	2
The New Building Better English	3	3	3
Keys to Good Language	1	1	0
Language for Daily Use	5	5	5
English for Meaning	4	4	4
Learn to Listen, Speak and Write	5	5	5
The Macmillan English Series	4	4	4
English Is Our Language	5	5	5
Using Good English	3	3	2
English - Your Language	4	4	4

*Ratings "5" = Excellent "4" = Good "3" = Fair "2" = Limited "1" = Poor
 "0" = No Evidence

discussed in the preceding section of this chapter, three of the texts, Language for Daily Use, Learn to Listen, Speak, and Write, and English is Our Language, received ratings of "excellent." This meant that in the area of size of book, cover, binding, and paper were rated within the higher limits of what experts consider to be important for young pupils. The authors of the three texts mentioned above felt that illustrations are an integral part of the instruction in their books. Primarily, they felt that the illustrations motivate, by giving ideas, posing questions, implying problems or suggesting solutions; in addition, they explained in many instances. In the area of typographical features of the texts, the books rated "excellent"; however, criteria for general suitability of the typography were difficult to rate objectively.

Three of the texts were rated "good" in all of the aspects mentioned above. However, it was noted that the texts rated "good" and the ones rated "excellent" had much in common, but in the books labeled "good" the emphasis was in many cases left more to the level of inference, rather than provided the assurance that comes through a more complete or detailed manual. The remaining four of the texts ranged from "fair" to "no evidence."

Correspondence of Textbook Materials to the Criteria for Listening Skills

One of the purposes of this research was to determine the extent to which the materials of the textbooks were in accordance

TABLE 5

ANALYSIS OF THE PHYSICAL AND MECHANICAL FEATURES OF THE TEN LANGUAGE ARTS
TEXTBOOKS ON THE BASIS OF RATINGS ON THE CHECK-LIST SCORE-SHEET

Textbooks	Size of Book	Category Ratings*				Illustra- tions
		Cover, Title Decoration and Suita- bility	Binding	Paper	Typog- raphy	
Our English Language	3	3	3	3	2	2
The New Building Better English	3	3	3	2	3	2
Keys to Good Language	1	1	0	0	0	1
Language for Daily Use	5	5	5	5	4	5
English for Meaning	4	4	4	4	3	4
Learn to Listen, Speak, and Write	5	5	5	5	4	5
The Macmillan English Series	4	4	4	4	3	4
English Is Our Language	5	5	5	5	4	5
Using Good English	3	3	3	3	2	3
English - Your Language	4	4	4	4	3	4

*Ratings "5" = Excellent "4" = Good "3" = Fair "2" = Limited "1" = Poor

"0" = No Evidence

with "criteria" for listening skills as outlined by experts and commissions in the field of the language arts. The data on the specific listening skills which were based on the "criteria" are identified and evaluated (rated) in Table 2, and are analyzed separately under the caption of each skill in the paragraphs to follow.

Listening to understand

For criterion of listening to understand, three of the books: Learn to Listen, Speak, and Write, Language for Daily Use, and English is Our Language were rated 5 or "excellent"; three of the books; English for Meaning, The Macmillan English Series, and English - Your Language were rated 4 or "good." Three of the books; Our English Language, The New Building Better English, and Using Good English were rated 3 or "fair"; and one of the books; Keys to Good Language was rated 1 or "poor." The average rating for the ten textbooks was 3.7, which indicated that the ten textbooks as a group were to be evaluated as approximately good or of high quality in the treatment given to the specific skill and criterion which dealt with listening to understand.

Listening in order to follow a sequence of ideas

For the criterion of listening in order to follow a sequence of ideas, three of the books; Learn to Listen, Speak, and Write, Language for Daily Use, and English is Our Language were rated 5 or "excellent"; three of the books: English for Meaning, The Macmillan English Series, and English - Your Language were rated 4 or "good";

three of the books: Our English Language, The New Building Better English, and Using Good English were rated 3 or "fair"; and one of the books: Keys to Good Language was rated 1 or "poor." The average rating for the ten books was 3.7, which indicated that the ten books as a group were to be evaluated as approximately "good" or of high quality in the treatment given to the specific skill and criterion which dealt with listening in order to follow a sequence of ideas.

Listening in order to understand relationships

For the criterion of listening in order to understand relationships, three of the books: Learn to Listen, Speak and Write, Language for Daily Use, and English is Our Language were rated 5 or "excellent"; three of the books: English for Meaning, The Macmillan English Series, and English - Your Language were rated 4 or "good"; three of the books: Our English Language, The New Building Better English, and Using Good English, were rated 3 or "fair"; and one of the books: Keys to Good Language was rated 1 or "poor." The average rating for the ten books was 3.5, which indicated that the ten books as a group were to be evaluated as approximately "good" or between "good" and "fair" in the treatment given to the specific skill and criterion which dealt with listening to understand relationships.

Listening in order to answer questions

For the criterion of listening in order to answer questions, three of the books: Learn to Listen, Speak, and Write, Language for Our Daily Use, and English is Our Language were rated 5 or "excellent"; three of the books: English for Meaning, The Macmillan English

Series, and English - Your Language, were rated 4 or "good"; three of the books: Our English Language, The New Building Better English, and Using Good English were rated 3 or "fair"; and one of the books: Keys to Good Language was rated 1 or "poor." The average rating for the ten books was 3.6, which indicated that the ten books as a group were to be evaluated as approximately "good" or of high quality in the treatment given to the specific skill and criterion which dealt with listening to answer questions.

Listening to enjoy and interpret literature

For criterion of listening to enjoy and interpret literature, detect likenesses, support details, and predict outcomes, three of the books: Learn to Listen, Speak, and Write, Language for Daily Use, and English is Our Language, were rated 5 or "excellent"; three of the books: English for Meaning, The Macmillan English Series, and English - Your Language were rated 4 or "good" three of the books: Our English Language, The New Building Better English, and Using Good English were rated 3 or "fair" and one of the books: Keys to Good Language was rated 1 or "poor." The average rating for the ten books as a group was to be evaluated as approximately "good" or of high quality in the treatment given to the specific skill and criterion which dealt with the specific listening skills.

CHAPTER III

SUMMARY AND CONCLUSIONS

Recapitulation of the Theoretical Bases of the Study

The language arts program is an integrated approach to all of the major aspects of the communicative process between individuals within an immediate and direct group situation and between individuals separated by distance. It is a composite competence or ability based upon the four but interrelated skills of speaking, listening, writing, and reading. The overall social competence and occupational success of the individual depends in varying degrees upon his proficiency in one or more of these four skills of communicating with his associates in the family, in business, and at play.

In recent years, educators have come to focus much attention upon the listening aspect of the language arts for specific emphasis as to curricular content, teaching methodology, and learning activities. Moreover, many educators believe and many teachers and citizens have found that one's ability to listen with understanding and discrimination is a most crucial need of his life, if he is to be alert and articulate in everyday situations.

The outgrowth of this increased awareness of the importance of the skill of listening has prompted authorities in the language arts

and publishers to include wide coverage of the "listening skills" in textbooks on the language arts and/or to produce textbooks devoted solely to the "listening skills."

This researcher's interest in the listening skills as a special problem for investigation developed out of her experiences in the classroom where she became increasingly aware that the scholastic progress of pupils was oftentimes tied up with their level of ability to listen to instructional procedures and the ability to listen for effective group participation in the activities carried on in the classroom.

The researcher believed that the major contribution to educational thought and practice to be derived from the findings of this study would be the extent to which teachers might be alerted to the specific listening skills which should be treated in a textbook and the specific methods to be used to develop these skills for the pupils within and without the classroom.

The problem involved in this study was the selection of accepted criteria which, in turn, were to be used to identify the specific listening skills, with reference to content-approach, methods of teaching, pupil activities, instructional materials and aids, and typographical features as these should be reflected in an excellent textbook devoted to the "Listening Skills" or a chapter in a language arts textbook devoted to the "Listening Skills."

The major purpose of this research was to develop a content analysis of ten selected language arts textbooks to determine to what

extent each of them, separately, and all of them as a group, met the criteria for excellent textbook format and comprehensive content treatment.

Recapitulation of the Research-design

The more important aspects of the research-design of this study are outlined below.

1. Locale of Study - This study was conducted with reference to documentary survey at the Trevor Arnett Library, Atlanta University, the Atlanta Public School's Professional Library, Atlanta, Georgia, with the writing of the research report being done in the writer's home, Atlanta, Georgia.
2. Method of research - The Descriptive-Survey Method of research, utilizing the specific technique of content analysis and documentary analysis, was used to collect the data.
3. Materials - The materials used in this study were ten selected language arts textbooks. The textbooks were selected from the state approved list of textbooks adopted by the Georgia State Board of Education: Our English Language, The New Building Better English, Keys to Good Language, Language for Daily Use, English for Meaning, Learn to Listen, Speak, and Write, The Macmillan English Series, English is Our Language, Using Good English, and English - Your Language.
4. Instruments - The instrument used to collect the basic data was a specifically-designed check-list on the major areas: subject-matter content, specific listening skills, teacher's role, methodology, and physical and mechanical features of book-format.
5. Criterion of reliability - The criterion of the reliability of the data collected was based upon: (a) accepted criteria of experts and (b) the accuracy and objectivity of the evaluations of the researcher.
6. Procedural steps - The procedural steps in conducting the study were:
 - (a) The review of the related literature

- (b) The selection of the ten textbooks to be examined
- (c) The development and validation of the check-list score-sheet used to identify and evaluate the data-items
- (d) The assemblage of the data into appropriate tables as a basis for the analysis and interpretation of the data
- (e) The formulation of the statements of findings, conclusions, implications, and recommendations

Summary of Related Literature

The review of related literature made distinct contributions to this study. The findings are summarized as follows:

1. The technique of content analysis has grown very rapidly in recent years.
2. Content analysis applies mostly to the characteristics of content, form, producers of content, audience of content and effect of content.
3. Content analysis is often done to reveal the purposes, motives, and other characteristics as they are reflected in the content; or to identify effects of the content upon the attention, attitudes, or acts of readers and listeners.
4. Broad purposes of textbooks which are provided in our schools represent the basic principals of selection.
5. The textbooks should be in accord with latest research on efficient teaching methods and the ways in which the children grow and develop.
6. The textbooks should be written by authors competent and qualified in the field.
7. The textbooks should be evaluated carefully in the light of their scope of content and objectivity, their place in the curriculum, and the competency of authors to present the information contained in the books.
8. Listening, as a communication skill is recovering from the long period of neglect and is now receiving attention in the elementary school program.

9. There is considerable opinion by experts that the listening skills should be developed in a general language arts content and in the total living-and-learning setting of the elementary school.
10. Teaching of listening as a communication skill is important because listening is the major medium of learning. More daily communicating time is spent listening than in any other communicating activity.

Summary of the Basic Findings

The summary of the basic findings of this research is presented below under two major captions: (a) the ten textbooks as a group and (b) the individual books, separately.

The Ten textbooks as a group

The analysis and interpretation according to the check-list-areas, of the ten language arts textbooks follow below:

Subject-matter content of the ten language arts textbooks.--On the respective factors of the suitability of subject-matter content of the ten textbooks, the average ratings were: for the suitability of content an average of 3.7 or "fair"; for the difficulty of content an average of 3.7 or "fair"; for the appropriateness of grade-placement an average of 3.5 or "fair"; for organization of content an average of 3.3 or "fair"; for basic units offered an average of 3.1 or "fair;" and for provision for drill an average of 3.5 or "fair."

Specific listening skills.--On the respective factors of listening skills of the ten textbooks, the average rates were: for listening to understand instruction an average of 3.7 or "fair"; for listening to follow a sequence of ideas an average of 3.7 or "fair"; for understanding relationships an average of 3.5 or "fair"; for answers to question an average of 3.6 or "fair"; for enjoyment and

interpretation of literature an average of 3.6 or "fair"; in order to detect likenesses an average of 3.6 or "fair"; for supporting details an average of 3.5 or "fair"; and to predict outcomes an average of 3.6 or "fair."

Emphasis on Teacher's Role.--On the respective factors of the emphasis on the teacher's role of the ten textbooks, the average ratings were: the setting, an average rating of 3.6 or "fair"; the teacher's voice an average of 3.6 or "fair"; conversation and vocabulary 3.7 or "fair"; directions an average of 3.4 or "fair"; consideration, motivation and stimulation an average of 3.7 or "fair."

Emphasis on methods.--On the respective factors of methods of the ten textbooks, the average ratings were: for the general adequacy an average rating of 3.7 or "fair"; for aids in use an average of 3.7 or "fair"; for mechanical aid, an average rating of 3.4 or "fair."

Emphasis on physical and mechanical features.--On the respective factors of physical and mechanical features of the ten books the average ratings were: for size of book an average of 3.7 or "fair"; for covers, title, decoration and suitability, an average rating of 3.7 or "fair"; for binding an average rating of 3.6 or "fair"; for typographical features, an average rating of 2.8 or "limited"; for illustrations an average rating of 3.5 or "fair."

The ten textbooks analyzed separately

The analysis and interpretation of the content analysis on each of the ten language arts textbooks follow below:

Our English Language.--With reference to the factor of subject-matter content, Our English Language was given an average rating or evaluation of 2.66 or approximately "fair." Suitability, level of difficulty, and basic units were rated "fair"; whereas, appropriateness of grade and organization were rated as "limited." Overall, this book would be rated below "fair" in the scope and appropriateness of subject-matter content presented or treated.

With reference to the factor of specific listening skills, Our English Language was given an average rating or evaluation of 2.80 or approximately "fair"; whereas, listening in order to: understand instructions, to follow a sequence of ideas, to answer questions, to enjoy and interpret literature, to detect likenesses, for supporting details and to predict outcomes were rated as fair. Listening in order to understand relationships was rated as "limited." Overall, this textbook was rated as "fair" or just above in the scope and appropriateness of specific skills.

With reference to the factor of emphasis on the teacher's role, Our English Language was given an average rating or evaluation of 2.66 or approximately "fair." The setting, the teacher's voice, conversation, vocabulary, consideration, motivation and stimulation were rated "fair"; whereas, appropriateness of direction was rated as "limited." Overall, the textbook would be rated below "fair" in the scope and appropriateness of the teacher's role.

With reference to the factor of methods used in the texts, Our English Language was given an average rating or evaluation of 2.6 or

approximately "fair." General adequacy and aids in use were rated "fair"; whereas, mechanical aids was rated as "limited." Overall, this textbook would be rated below "fair" in the scope and appropriateness of methods used.

With reference to the factor of physical and mechanical features, Our English Language was given an average rating or evaluation of 2.66 or approximately "fair." Size of book, cover, title, decorations and suitability, binding and paper were rated "fair", whereas, typographical features and illustrations were rated as "limited." Overall, this textbook would be rated below "fair" in the scope and appropriateness of physical and mechanical features.

The New Building Better English.--With reference to the factor of subject-matter content, the New Building Better English was given an average rating or evaluation of 2.8 or approximately "fair." Suitability, level of difficulty, appropriateness of grade, basic units, and drill provisions were rated "fair"; whereas, organization of content was rated "limited." Overall, this textbook would be rated "fair" in the scope and appropriateness of subject-matter content presented or treated.

With reference to the factor of specific listening skills, The New Building Better English was given an average rating or evaluation of 3.0 or approximately "fair," whereas, listening in order to understand instruction, to follow a sequence of ideas, to understand relationship, to answer questions, for enjoyment and to interpret

literature, to detect likenesses, for supporting details were rated "fair." Overall, this book would be rated "fair" in the scope and appropriateness of specific listening skills presented or treated.

With reference to the factor of the emphasis on the teacher's role, the New Building Better English was given an average rating or evaluation of 2.8 or approximately "fair," whereas, emphasis placed on the setting, the teacher's voice, conversation, vocabulary, giving directions, motivation and stimulation were rated "fair" with consideration being given a rating of "limited." Overall, this textbook would be rated "fair" in the scope and appropriateness of emphasis being placed on the teacher's role.

With reference to the factor as to methods used in the text, The New Building Better English was given an average rating or evaluation of 3.0 or "fair." General adequacy, aids in use, and mechanical aids were rated "fair." Overall, this textbook would be rated "fair" in the scope and appropriateness of methods used.

With reference to the factor as to physical and mechanical features, The New Building Better English was given an average rating or evaluation of 2.6 or approximately "limited." Size of book, cover, title, decorations and suitability, binding, and typographical features were rated as "fair," whereas, paper and illustrations were rated as "limited." Overall, this textbook would be rated below "fair" in the scope and appropriateness of physical and mechanical features.

Keys to Good Language.--With reference to the factor of subject-matter content, Keys to Good Language was given an average rating or evaluation of 0.3 or approximately "no evidence." Suitability, level of difficulty, and drill were rated as "poor," whereas, appropriateness of grade, organization, and basic units were rated as having "no evidence." Generally, this textbook would be rated below "poor" in the scope and appropriateness of subject-matter content presented or treated.

With reference to the factor of specific listening skills, Keys to Good Language was given an average rating or evaluation of 0.2 or approximately "no evidence." Listening in order to understand instruction and to follow a sequence of ideas were the only areas under specific listening skills with ratings and this rating was below "poor." Overall, this textbook would be rated below "poor" in the scope and appropriateness of listening skills presented or treated.

With reference to the factors of the teacher's role, methods used, and physical and mechanical features, Keys to Good Language was rated below "poor" in all areas presented or treated.

Language for Daily Use.--With reference to the factor of subject-matter content, Language for Daily Use was given an average rating or evaluation of 4.7 or approximately "excellent," suitability, level of difficulty, appropriateness of grade, and organization were rated "excellent," whereas, basic units and drill were rated as "good." Overall, this textbook would be rated "excellent" in the scope and appropriateness of subject-matter content presented or treated.

With reference to the factor of specific listening skills, Language for Daily Use was given an average rating or evaluation of 5.0 or "excellent." All areas listed under specific listening skills were rated as "excellent." Overall, this text would be rated "excellent" in the scope and appropriateness of specific listening skills presented and treated.

With reference to the factor of emphasis on the teacher's role, Language for Daily Use was given an average rating or evaluation of 4.8 or approximately "excellent." The setting, voice, vocabulary, directions, motivation and stimulation were rated as "excellent," whereas, consideration was rated "good." Overall, this textbook would be rated "excellent in the scope and appropriateness of the teacher's role.

With reference to the factor of methods, Language for Daily Use was given an average rating or evaluation of 5.0 or "excellent." All areas listed under methods were rated "excellent." Mainly this textbook would be rated "excellent" in the scope and appropriateness of methods used.

With reference to the factor of physical and mechanical features, Language for Daily Use was given an average rating or evaluation of 4.8 or approximately "excellent." Size of book, cover, title, decorations and suitability, binding, illustrations and paper were rated as "excellent;" whereas, typographical features were rated as "good." Overall, this textbook would be rated "excellent" in the scope and appropriateness of physical and mechanical features.

English for Meaning.--With reference to the factor of subject-matter content, English for Meaning was given an average rating or evaluation of 3.8 or approximately "good." Suitability, level of difficulty, appropriateness of grade, organization and drill were rated as "good," whereas, basic units were rated "fair." Overall, this textbook would be rated "good" in the scope and appropriateness of subject-matter content present or treated.

With reference to the factor of specific listening skills, English for Meaning was given an average rating or evaluation of 4.0 or "good." All areas listed under specific listening skills were rated "good." Overall, this textbook would be rated "good" in the scope and appropriateness of specific listening skills presented or treated.

With reference to the factor of emphasis on the teacher's role, English for Meaning was given an average rating or evaluation of 3.8 or approximately "good." The setting, voice, conversation, vocabulary, consideration, motivation and stimulation were rated "good," whereas, direction was rated only "fair." Generally, this textbook would be rated just below "good" in the scope and appropriateness of emphasis on the teacher's role presented or treated.

With reference to the factor of methods used, English for Meaning was given an average rating or evaluation of 4.0 or "good." All areas under methods used were rated "good" which means that overall this textbook would be rated "good" in the scope and appropriateness of methods used.

With reference to the factor of physical and mechanical features, English for Meaning was given an average rating or evaluation of 3.8 or approximately "good." Cover, title, decoration and suitability, binding, paper and illustrations were rated "good," whereas, typographical features were rated "fair." Overall, this textbook would be rated just below "good" in the scope and appropriateness of physical and mechanical features.

Learn to Listen, Speak, and Write.--With reference to the factor of subject-matter content, Learn to Listen, Speak, and Write was given an average rating or evaluation of 5.0 or "excellent." All areas evaluated under subject-matter content were rated "excellent." Overall, this textbook would be rated "excellent" in the scope and appropriateness of subject-matter content presented or treated.

With reference to the factor of specific listening skills, Learn to Listen, Speak, and Write was given an average rating or evaluation of 5.0 or "excellent." This rating was also given to two other major areas, the teacher's role and methods used in the Learn to Listen, Speak, and Write. Overall, this textbook would be rated "excellent" in the scope and appropriateness of specific listening skills, emphasis on the teacher's role and methods used.

With reference to the factor of physical and mechanical features, Learn to Listen, Speak, and Write was given an average rating or evaluation of 4.8 or approximately "excellent." Cover, title, decoration, suitability, binding, paper, and illustration were rated "excellent," whereas, typographical features were rated "good."

Overall, this textbook would be rated above "good" in the scope and appropriateness of physical and mechanical features.

The Macmillan English Series.--With reference to the factor of subject-matter content, The Macmillan English Series was given an average rating or evaluation of 3.8 or approximately "good." Suitability, level of difficulty, appropriateness of grade, organization and drill were rated as "good," whereas, basic units were rated "fair." Overall, this textbook would be rated "good" or just below in the scope and appropriateness of subject-matter content presented or treated.

With reference to the factor of specific listening skills and methods used The Macmillan English Series was given an average rating or evaluation of 4.0 or "good." Overall, this textbook would be rated "good" in the scope and appropriateness of specific listening skills and methods used.

With reference to the factor of emphasis on the teacher's role, The Macmillan English Series was given an average rating or evaluation of 3.8 or approximately "good," whereas, consideration was rated as "fair." For the most part, this textbook would be rated just below "good" in the scope and appropriateness of emphasis on the teacher's role.

With reference to the factor of physical and mechanical features, The Macmillan English Series was given an average rating or evaluation of 3.8 or approximately "good," whereas, typographical features were rated "fair." Overall, this textbook would be rated just below "good."

English Is Our Language.--With reference to the factor of subject-matter content, English is Our Language was given an average rating or evaluation of 4.8 or approximately "excellent." Suitability, level of difficulty, appropriateness of grade and drill were rated as "excellent," whereas, basic units were rated as "good." Overall, this textbook would be rated just below "excellent" in the scope and appropriateness of subject-matter content presented or treated.

With reference to the factor of specific listening skills and methods used, English is Our Language was given an average rating or evaluation of 5.0 or "excellent." Generally, this textbook would be rated "excellent" in the scope and appropriateness of specific listening skills and methods used.

With reference to the factor of emphasis on the teacher's role, English is Our Language was given an average rating or evaluation of 4.8 or approximately "excellent." The setting, voice, conversation, vocabulary, directions, motivation and stimulation were rated as "excellent," whereas, consideration was rated as "good." Overall, this textbook would be rated just below "excellent" in the scope and appropriateness of the teacher's role.

With reference to the factor of physical and mechanical features, English is Our Language was given an average rating or evaluation of 4.8 or approximately "excellent." Cover, title, decoration, suitability, binding, paper and illustrations were rated as "excellent," whereas, typographical features were rated as "good." Overall, this textbook would be rated just below "excellent" in the scope and appropriateness of physical and mechanical features

presented or treated.

Using Good English.--With reference to the factor of subject-matter content, Using Good English was given an average rating or evaluation of 2.6 or approximately "limited." Suitability, level of difficulty, appropriateness of grade and basic units were rated "fair," whereas, organization and drill were rated "limited." Overall this textbook would be rated below "fair" in the scope and appropriateness of subject-matter content presented or treated.

With reference to the factor of specific listening skills, Using Good English was given an average rating or evaluation of 2.8 or approximately "fair." Listening in order to understand instruction, to follow a sequence of ideas, to understand relationships, to answer questions, to enjoy and interpret literature, to detect likenesses, and predict outcomes were rated "fair," whereas, listening to support details was rated "limited." Overall, this textbook would be rated below "fair" in the scope and appropriateness of specific listening skills presented or treated.

With reference to the factor of emphasis on the teacher's role, Using Good English was given an average rating or evaluation of 3.1 or approximately "fair." The setting, voice, conversation, vocabulary, directions and consideration were rated as "fair," whereas, motivation and stimulation were rated as "good." Overall, this textbook would be rated "fair" in the scope and appropriateness of emphasis on the teacher's role.

With reference to the factor of methods used, Using Good English was given an average rating or evaluation of 2.6 or "limited." General adequacy and aids in use were rated "fair," whereas, mechanical

aids were rated "limited." Overall, this textbook would be rated below "fair" in the scope and appropriateness of methods used.

With reference to the factor of physical and mechanical features, Using Good English was given an average rating or evaluation of 2.8 or approximately "fair." Cover, title, decoration, suitability, binding, paper, and illustrations were rated as "fair" whereas, typographical features were rated "limited." Overall, this textbook would be rated below "fair" in the scope and appropriateness of physical and mechanical features presented or treated.

English - Your Language.--With reference to the factor of subject-matter content, English - Your Language was given an average rating or evaluation of 3.8 or approximately "good." Suitability, level of difficulty, appropriateness of grade, basic units, and drill were rated as "good," whereas, organization was rated "fair." Overall, this textbook would be rated below "good" in the scope and appropriateness of subject-matter content presented or treated.

With reference to the factor of specific listening skills, English - Your Language was given an average or evaluation of 4.0 or "good." All areas rated under specific listening skills were rated "good." Overall, this textbook would be rated "good" in the scope and appropriateness of specific listening skills presented or treated.

With reference to the factor of emphasis on the teacher's role, English - Your Language was given an average rating or evaluation of 3.8 or approximately "good." The setting, voice, conversation,

vocabulary, directions, and consideration were rated "good," whereas, motivation and stimulation were rated "fair." Overall, this textbook would be rated just below "good" in the scope and appropriateness of emphasis on the teacher's role.

With reference to the factor of methods used, English - Your Language was given an average rating or evaluation of 4.0 or "good." All areas under methods used were rated "good." Overall, this textbook would be rated "good" in the scope and appropriateness of methods used.

With reference to the factor of physical and mechanical features, English - Your Language was given an average rating or evaluation of 3.8 or approximately "good," Cover, title, decoration, suitability, binding, paper, and illustrations were rated "good," whereas, typographical features were rated "fair." Overall, this textbook would be rated above "fair" in the scope and appropriateness of physical and mechanical features.

Conclusions

The findings of this study would appear to warrant the following conclusions:

1. That the ten language arts textbooks examined were generally excellent in format and illustrations, with only one exception, for most of them were attractively and durably bound, used light absorbing paper, used type-patterns which were easy on the eyes of children, were made up in a size suitable for handling by children, and used suitable illustrations throughout the texts.
2. That, with one exception, all of the books reflected the importance of the "listening skills;" for much

coverage was given to the identification and drill upon the specific skills of purposeful, accurate, critical, responsive, and appreciative listening. All of the ten textbooks provided ample instruction and activities for developing the "listening skills."

3. That most of the language arts textbooks examined were indicative of the author's awareness of usefulness of mechanical and electronic devices in developing listening skills; for the use of these aids was an integral part of the planned learning activities of the children.
4. That the authors of the ten textbooks believed that the personal qualities and social skills of the teacher play a vital role in children's achievement of a desirable level of listening competence.
5. That authorities in the production of language arts textbooks rely heavily upon the use of an abundance of illustrative materials in providing learning activities and basis to the development of listening skills.
6. That the authors of the ten language arts textbooks were quite cognizant of the "criteria" for the listening skills and provided content in accord with the principles set forth in the criteria developed by authorities in the field of the language arts.

Implications

The implications which developed out of the results of this study are:

1. That the qualitative factors in the content analysis procedure could be well deepened and made more tangible by the development of objective bases for personal judgment of the researcher.
2. That the quantitative factors in the content analysis procedure do serve as a valid basis for identifying the commonly-exhibited qualities to be used in comparing and evaluating textbooks.
3. That the authors of textbooks tend to organize the materials of books around the accepted criteria of

the subject-matter area, although they operate within differing frames-of-reference.

Recommendations

The recommendations prompted by the findings of this study are:

1. That textbooks in the language arts should place greater emphasis upon the use of mechanical and electronic devices as instructional aids, both for individual and group activities in the development of the listening skills.
2. That greater emphasis be placed on the audience-situation in the development of the listening skills.
3. That faculty groups should be encouraged to examine textbooks of this nature in order to realize the full benefit of their resources and to suggest areas wherein they might be improved.

APPENDIX

APPENDIX

A Score Card for Evaluating Language Arts Textbooks

The textbook score card presented here is the result of several years of effort to catalogue the specific factors that teachers consider important in the production of a quality textbook and to arrive at independent estimates of the relative importance of each of these elements of quality. An examination of the available score cards and other devices for the evaluation of textbook quality was made as a first step. A tentative listing of these elements was submitted to hundreds of teachers and graduate students in the classes of the senior author over a period of four or five years with the request that point-weights be assigned to each of the elements grouped under the three major headings, Subject-matter Content, Methods, and Physical and Mechanical Features, in the accompanying score card. However, for this study, the writer has added two major headings, namely, Specific Listening Skills and The Teacher's Role. The point values assigned represent the composite of all judgments adjusted to the nearest 5-point value for each factor. The weightings assigned each of the factors were combined to indicate the total weightings under the main heads.¹

¹Harry A. Greene and Walter T. Petty, Developing Language Skills in the Elementary School (Boston: Allyn and Bacon, Inc., 1961), p. 391.

No point value will be assigned to Preliminary Information or the items included under it. Naturally, the name of the book and the author's name should be entered on the score card as a matter of record. The remaining three items relative to the reputation of the author in the language field, his reputation in other fields, the publisher's reputation as a producer of language textbooks, and his general reputation as an educational publisher are included for the record but are unscored.

The categories to be used in this study are: Excellent, Good, Fair, Limited, Poor, and no evidence.

Excellent	Good	Fair	Limited	Poor	No Evidence
5	4	3	2	1	0

A CONTENT ANALYSIS OF THE TREATMENT OF LISTENING SKILLS IN TEN LANGUAGE ARTS TEXTBOOKS

CHECK-LIST/SCORE-SHEET

	Exc.	Good	Fair	Limited	Poor	No Evidence
	5	4	3	2	1	0

1. PRELIMINARY INFORMATION

Name of book

Author's name

Author's reputation in
language

in other fields

Publisher's name

Reputation in language
field

Reputation in general

Copyright date, this ed.

first ed.
next revision

	Exc.	Good	Fair	Limited	Poor	No Evidence
2. <u>SUBJECT-MATTER CONTENT</u>						
a. General suitability	—	—	—	—	—	—
Point of View	—	—	—	—	—	—
Adaptation to course of study	—	—	—	—	—	—
Authority for selection	—	—	—	—	—	—

	Exc.	Good	Fair	Limited	Poor	No Evidence
Interest	_____	_____	_____	_____	_____	_____
Criteria for practices	_____	_____	_____	_____	_____	_____
<hr/>						
b. Difficulty						
Comprehension	_____	_____	_____	_____	_____	_____
Vocabulary	_____	_____	_____	_____	_____	_____
Concepts	_____	_____	_____	_____	_____	_____
Style	_____	_____	_____	_____	_____	_____
Complexity or organization	_____	_____	_____	_____	_____	_____
<hr/>						
c. Gradation and placement	_____	_____	_____	_____	_____	_____
Suitability for grade	_____	_____	_____	_____	_____	_____
Criteria used	_____	_____	_____	_____	_____	_____
<hr/>						
d. Organization of content	_____	_____	_____	_____	_____	_____
Psychological, logical	_____	_____	_____	_____	_____	_____
<hr/>						
e. Emphasis on basic units	_____	_____	_____	_____	_____	_____
Page and time allotments	_____	_____	_____	_____	_____	_____
<hr/>						
f. Adequacy of drill for initial learning	_____	_____	_____	_____	_____	_____
Distribution	_____	_____	_____	_____	_____	_____
Kind	_____	_____	_____	_____	_____	_____
Amount	_____	_____	_____	_____	_____	_____
<hr/>						

	Exc.	Good	Fair	Limited	Poor	No Evidence
g. Adequacy of drill for maintenance	_____	_____	_____	_____	_____	_____
Distribution	_____	_____	_____	_____	_____	_____
Kind	_____	_____	_____	_____	_____	_____
Amount	_____	_____	_____	_____	_____	_____
<hr/>						
h. Adequacy of testing and diagnostic material						
Distribution	_____	_____	_____	_____	_____	_____
Kind	_____	_____	_____	_____	_____	_____
Norms	_____	_____	_____	_____	_____	_____
<hr/>						
3. <u>EMPHASIS ON SPECIFIC LISTENING SKILLS</u>	_____	_____	_____	_____	_____	_____
General suitability	_____	_____	_____	_____	_____	_____
a. Listening in order to understand instructions	_____	_____	_____	_____	_____	_____
b. Listening to follow a sequence of ideas	_____	_____	_____	_____	_____	_____
c. Listening to understand relationships	_____	_____	_____	_____	_____	_____
d. Listening in order to answer questions	_____	_____	_____	_____	_____	_____
e. Listening for enjoyment, to interpret literature	_____	_____	_____	_____	_____	_____
f. Listening to predict outcomes	_____	_____	_____	_____	_____	_____
g. Listening to detect likenesses	_____	_____	_____	_____	_____	_____
h. Listening for supporting details	_____	_____	_____	_____	_____	_____

	Exc.	Good	Fair	Limited	Poor	No Evidence
4. <u>EMPHASIS ON THE TEACHER'S ROLE</u>						
General suitability						
a. The setting						
b. Voice						
c. Conversation						
d. Vocabulary						
e. Directions						
f. Consideration						
g. Motivate or stimulate						
5. <u>METHODS</u>						
a. General adequacy						
Recognition of individual differences						
Adapted to mental level of users						
Drill vs. rules						
Supplemental notes to teacher						
Correlated with life activities						
Correlated with subject-matter						
b. Aids in use						
Teacher's Manual Adequacy of						
Point of view						

	Exc.	Good	Fair	Limited	Poor	No Evidence
Sources and authority	_____	_____	_____	_____	_____	_____
Methodology	_____	_____	_____	_____	_____	_____
Supplementary materials						
Index	_____	_____	_____	_____	_____	_____
Tables of content	_____	_____	_____	_____	_____	_____
References to sources	_____	_____	_____	_____	_____	_____
Selection of illustration, charts, graphs, etc.	_____	_____	_____	_____	_____	_____
Footnotes to pupil and teacher	_____	_____	_____	_____	_____	_____
<hr/>						
c. Mechanical aids	_____	_____	_____	_____	_____	_____
Adequacy us of	_____	_____	_____	_____	_____	_____
Record players	_____	_____	_____	_____	_____	_____
Records, films	_____	_____	_____	_____	_____	_____
Tape recorders	_____	_____	_____	_____	_____	_____
<hr/>						
6. <u>PHYSICAL AND MECHANICAL FEATURES</u>	_____	_____	_____	_____	_____	_____
a. Size of book	_____	_____	_____	_____	_____	_____
suitability for user	_____	_____	_____	_____	_____	_____
Page size	_____	_____	_____	_____	_____	_____
Thickness	_____	_____	_____	_____	_____	_____
<hr/>						
b. Covers: title and decoration	_____	_____	_____	_____	_____	_____
Suitability and attractiveness	_____	_____	_____	_____	_____	_____

	Exc.	Good	Fair	Limited	Poor	No Evidence
c. Binding	_____	_____	_____	_____	_____	_____
Color	_____	_____	_____	_____	_____	_____
Kind and quality	_____	_____	_____	_____	_____	_____
Workmanship--durability	_____	_____	_____	_____	_____	_____
Suitability	_____	_____	_____	_____	_____	_____
d. Paper	_____	_____	_____	_____	_____	_____
Color	_____	_____	_____	_____	_____	_____
Quality	_____	_____	_____	_____	_____	_____
Finish	_____	_____	_____	_____	_____	_____
General suitability	_____	_____	_____	_____	_____	_____
e. Typography	_____	_____	_____	_____	_____	_____
General suitability	_____	_____	_____	_____	_____	_____
Size and type	_____	_____	_____	_____	_____	_____
Style	_____	_____	_____	_____	_____	_____
Spacing--letters, words, lines	_____	_____	_____	_____	_____	_____
Leading	_____	_____	_____	_____	_____	_____
Length of lines	_____	_____	_____	_____	_____	_____
Margins	_____	_____	_____	_____	_____	_____
Marginal notes and heads	_____	_____	_____	_____	_____	_____
Footnotes	_____	_____	_____	_____	_____	_____

	Exc.	Good	Fair	Limited	Poor	No Evidence
f. Illustrations	_____	_____	_____	_____	_____	_____
Size	_____	_____	_____	_____	_____	_____
Kinds (Bl.-Wh., Color)	_____	_____	_____	_____	_____	_____
Number	_____	_____	_____	_____	_____	_____
Placement	_____	_____	_____	_____	_____	_____
Suitability	_____	_____	_____	_____	_____	_____

Total score

7. OPTIMUM UTILITY OF THE BOOK

Basic

Supplementary source book

Drill book

Reference

Teacher's hand book

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